

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Ms. Marcy Sessions

Official School Name: Wellington Elementary

School Mailing Address:
606 16th Street
Wellington, TX 79095-3699

County: Collingsworth State School Code Number*: 447

Telephone: (806) 447-2353 Fax: (806) 447-5124

Web site/URL: wellingtonisd.net E-mail: marcy.sessions@region16.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Carl Taylor

District Name: Wellington ISD Tel: (806) 447-2512

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Richard Sims

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 1 | Elementary schools |
| | Middle schools |
| 1 | Junior high schools |
| 1 | High schools |
| | Other |
| 3 | TOTAL |

2. District Per Pupil Expenditure: 9578

Average State Per Pupil Expenditure: 7826

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 4 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	11	20	31	7			0
K	25	12	37	8			0
1	24	27	51	9			0
2	18	21	39	10			0
3	15	16	31	11			0
4	18	9	27	12			0
5	18	18	36	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							252

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
 0 % Asian
 4 % Black or African American
 43 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 51 % White
 1 % Two or more races
 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 31 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	34
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	47
(3)	Total of all transferred students [sum of rows (1) and (2)].	81
(4)	Total number of students in the school as of October 1.	264
(5)	Total transferred students in row (3) divided by total students in row (4).	0.307
(6)	Amount in row (5) multiplied by 100.	30.682

8. Limited English proficient students in the school: 13 %

Total number limited English proficient 33

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 73 %

Total number students who qualify: 183

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %

Total Number of Students Served: 30

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>15</u>	<u>4</u>
Special resource teachers/specialists	<u>2</u>	<u>2</u>
Paraprofessionals	<u>5</u>	<u>2</u>
Support staff	<u>5</u>	<u>0</u>
Total number	<u>28</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 17 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	98%	97%	97%	97%	97%
Daily teacher attendance	97%	96%	97%	97%	97%
Teacher turnover rate	10%	0%	0%	5%	5%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Wellington Elementary, home of the Sparklers, is located in Wellington, Texas, which is in the southeast corner of the Texas Panhandle. This farming community lies between the north and south forks of the Red River and has a population of 2,000 people. Wellington Elementary is a school-wide Title I campus which has 252 students in PPCD through 5th grade. The ethnic distribution is comprised of 51% white and 43% Hispanic with 6% falling into other categories. Out of these students, 68% are classified as economically disadvantaged.

As in most small towns, the school is one of the focal points of the community. Wellington Independent School District employs the largest number of people in town and also has an established “open-door” policy that encourages parents to get involved in their children’s education. Wellington Elementary welcomes parents to visit our school and establish a relationship with their child’s teacher, which will help foster the students’ education to the fullest potential. Many opportunities are provided throughout each school year for parents to participate – Parent/Teacher Talk Night, Eat Lunch with Your Child Day in observance of child abuse awareness, Colonial Village Day, Thanksgiving Dinner Day, and the annual Christmas Sing. Also, parents can get involved by volunteering to tutor students, laminate projects, copy papers, help in the library, or by becoming a room mother/father. They are also invited and encouraged to attend field trips with their children. The counselor holds conferences with the parents of every student in grades 1, 3, and 5, keeping them informed of the most current testing and academic information.

The goal at Wellington Independent School District is for all students to leave with an appreciation for hard work and a desire for learning that will guide them throughout their lives as productive citizens. To support this goal, the elementary has established as their mission to develop students who are life-long, independent learners. This is accomplished by providing a varied and challenging curriculum taught by a well-trained and dedicated staff in a safe, positive environment. The bar is set high at Wellington Elementary, and teachers not only set high expectations for their students, but for themselves also. As a result, in the past five years the school has received the following:

- Texas Monthly Magazine, “The Best Public Schools,” December 2006
- Texas Business & Education Honor Roll Recipient, 2004, 2006, 2007, 2008
- Gold Performance Acknowledgement:

2003-04 Commended on Reading/ELA, Writing & Science
2004-05 Commended on Math & Science
2005-06 Commended on Reading/ELA, Writing, Math & Science
2006-07 Commended on Writing, Math & Science
2007-08 Commended on Reading/ELA, Writing, Math & Science

- Texas Recognized Campus, 2003-04; 2004-05; 2005-06; 2006-07
- Texas Exemplary Campus, 2007-08
- Blue Ribbon School Nominee, 2008-09

Because of the high percentage rate of economic disadvantaged students, Wellington Elementary was asked to be a pilot school three years ago for a program being developed called Window on a Wider World (WOWW) in Amarillo. This is a unique collaborative partnership of educators, arts, science and cultural organizations, and the Globe-News Center. Their mission is to enrich the education of Texas Panhandle students through arts, science, and cultural experiences. Partnering organizations have developed programs that are designed to tie in with curriculum with grade appropriate lessons and TEKS objectives. These programs include hands-on learning tools to make the connection with curriculum in a variety of ways. Teachers integrate these programs by conducting preparation, support, and extension activities. A few of these partnering organizations are:

Amarillo Little Theatre, Don Harrington Discovery Center, Wildcat Bluff Nature Center, Lone Star Ballet, and Amarillo Symphony. Over the past three years our students have participated in many excellent educational experiences, and for many of our children, these were once-in-a-lifetime opportunities.

One other unique opportunity our students have is to participate in an after-school program at the Opportunity Center, which is located in downtown Wellington. Monday thru Thursday the school provides transportation to the Opportunity Center where approximately 70 students in grades K-5 attend on a regular basis. These students stay there from 3:30 to 6:00. While there, they are assisted with homework and tutorials, and other hands-on activities by the trained staff. They are also fed an evening meal before they leave. This program is made possible by members in the community who saw a need for this service to be provided to our youth. In order to keep the program going, they continually work to secure funding for it from local entities, private foundation donations, and grants. The Opportunity Center is a great example of community and school working together.

Students learn best by example, and there are no better examples for them to learn from than the staff at Wellington Elementary. School pride, spirit, and traditions are strongly emphasized. Teamwork is taught early to our students; they see this camaraderie daily from their teachers, who work together and put forth their best efforts, all in an attempt to reach their goals.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Wellington Elementary participates in the accountability system used in the State of Texas that includes the Texas Assessment of Knowledge and Skills (TAKS). The state of Texas aligns the TAKS tests with the mandated state curriculum, the Texas Essential Knowledge and Skills (TEKS). All students in third, fourth, and fifth grades are tested with TAKS or an alternative form of TAKS.

Third graders take TAKS reading and math; fourth graders take TAKS writing, reading, and math; and fifth graders take reading, math, and science. Student Success Initiative grades include third, where students must pass the reading assessment to be promoted to fourth grade; and fifth grade, where students must pass the reading and math assessment to promote to sixth grade. TAKS reports are available online on the TEA website at <http://ritter.tea.state.tx.us/perfreport/aeis/>. The website address for Texas assessments is <http://www.tea.state.tx.us/student.assessment/>.

A scaled score is reported for each student tested. Met the Standard indicates the student achieved a scaled score of 2100, which is having a sufficient understanding of the knowledge and skills tested at their grade level. Commended Performance for all subjects and grades is a scaled score of 2400 or above. Students receiving this recognition have demonstrated a thorough understanding of the knowledge and skills tested at their grade level. Alternative tests administered include the TAKS Accommodated, TAKS-Modified, and TAKS-Alt. These tests are for students who are receiving special education services, as well as instruction in TEKS, but for whom TAKS is an inappropriate measure.

Data tables in this application reflect Wellington Elementary has maintained high achievement standards for the past 5 years in all grade levels and in all subject areas. From 2004-2008, all students accomplished at or above the met standard requirement. Our scores ranged consistently from 91% to 100%.

Grade 3 Reading results show 100% of students met the standard for 5 consecutive years. Grade 3 Math illustrates a constant increase in performance. Students achieving commended performance increased from 33% to 67% in the five-year period from 2004-2008. Economically disadvantaged subgroup commended performance increased from 27% to 72%. Also, the Hispanic subgroup commended performance increased from 0% to 73%.

Grade 4 Math reveals in 2007 and 2008, students achieved 100% mastery of standards. Reading Grade 5 scores confirm an increase in commended performance during 2005-2008 from 21% to 43%. In the white student subgroup 100% of students met standard from 2005-2008. At-risk students showed an increase from 11% to 50% from 2007-2008. Math Grade 5 also indicates an increase in the at-risk subgroup. From 2006-2008, met standard requirement increased from 71% to 100%, and at-risk students receiving commended performance increased from 29% to 71%.

As the state-testing program has developed and changed over time, Wellington Elementary has accepted the challenge and demanded high achievement from our students. On the Academic Excellence Indicator System, WES received an Exemplary rating for TAKS scores 90% or above in every subject tested and with every subgroup for the 2008 year. Wellington Elementary will continue to provide all students with needed support to acquire knowledge and skills necessary to meet the challenging state performance standards developed for all children. At Wellington Elementary, high expectations reap high achievement.

2. Using Assessment Results:

At Wellington Elementary, our students are encouraged and challenged to meet their full potential educationally. Our objective is for the students to demonstrate exemplary performance as evidenced by reaching and exceeding state standards for reading, math, writing, and science. Analyzing assessment data is a key component to improving student and school performance.

Each spring, after TAKS testing results are received, the testing coordinator distributes individual student data, as well as grade-level information to all 3rd, 4th, and 5th grade teachers. The teachers are then able to identify the objectives mastered, as well as recognize what objectives need more work. The data also helps the classroom teacher locate what changes may need to be made in the classroom. Third, fourth, and fifth grade teachers collaborate and share their findings with each other, as they begin to prepare for the upcoming school year. Second grade teachers also share results from TAKS practice tests they administer to their students.

At our beginning of year in-service, all teachers are given disaggregated TAKS data for reading, math, writing, and science. This helps to pinpoint our strengths and weaknesses by grade, subject, and sub-groups. Every six weeks our 3rd, 4th, and 5th graders are assessed in reading, math, writing, and science. The results from the TAKS release/benchmark tests are then used to target low-performing students. These students are placed in mandatory tutorials and our TAKS pullout program.

Assessment data is also studied in our primary grades. In Kindergarten, 1st, and 2nd grades the TPRI helps teachers analyze the phonemic awareness, fluency, and reading comprehension of each student. After studying data, teachers initiate individual intervention strategies for student success, and then follow up with progress monitoring. Our campus also studies assessment results from scientifically based researched programs such as HeartBeeps, Imagination Station, Headsprout, Study Island, Starfall, and Renaissance Learning/Accelerated Reader.

3. Communicating Assessment Results:

Communication with parents, students, and the community is vital to the success of Wellington Elementary. Parents of our students, as well as citizens and businesses of our community are full partners in the education of the children of Wellington.

In our community, informal meetings are common between teacher and parent before and after school, by phone and email. Each student has a daily homework planner and a weekly work folder to keep parents informed of assignments and behavior. The planner is also a means for the teacher and parent to correspond. A monthly calendar is also distributed detailing events and activities for the school.

Every six weeks individual academic report cards are sent home for all children. Three-week progress reports are also used to keep parents informed of their child's progress during the six weeks. At the end of the first six weeks grading period, parent/teacher communication is initiated with a Parent/Teacher Talk Day. Parents conference with their child's teacher about the first six weeks progress in the classroom, as well as discussing specific results from TPRI (Texas Primary Reading Inventory) and TAKS (Texas Assessment of Knowledge and Skills) benchmark assessments.

The testing coordinator conducts parent/student conferences for 1st, 3rd, and 5th graders. Results of TPRI and Accelerated Reader goals are discussed with first graders. State assessment dates and SSI requirements, as well as Accelerated Reader goals are discussed with third and fifth graders. All parents are also given material helping with homework tips and parenting skills. If a child fails a core subject at the end of the fall semester, the student, parent, classroom teacher, and testing coordinator also conference to discuss strategies to keep the student from retention.

To keep parents informed of their child's strengths and weaknesses in preparing for TAKS in grades 3, 4, and 5, released benchmark results are sent home each six weeks. After state assessments, results are mailed to parents with an explanation guide included in both English and Spanish. Individual assessment results are explained with each student by the testing coordinator or classroom teacher. District TAKS results are reported in the local newspaper. The school's state accountability report based on the Academic Excellence Indicator System (AEIS) is sent home with all students in a six weeks report card. Results are also shared with the Campus and District Site-Based Decision Making Committees.

Our community is informed of our successes through the local newspaper, *Wellington Leader*, and the district's website, www.wellingtonisd.net. Both publish articles and pictures of student activities, six weeks and semester honor rolls, as well as state assessment information.

4. Sharing Success:

Wellington Elementary takes pride in sharing its success. Through the dedication of our administration, faculty, and staff, WES will continue to successfully educate the children of Wellington, Texas. We understand the need to keep abreast of the development of creative and innovative techniques in instruction to continue to improve student learning and performance.

Sharing successful ideas at Wellington Elementary begins in the classroom. Grade level teachers meet weekly to plan and prepare lessons and materials. They work collaboratively to discuss and find the best TAKS strategies, techniques, and resources. Classroom teachers work daily with retired teachers in a TAKS pullout program, as they target low-performing students in reading, writing, and math. Grade level teachers share duties and responsibilities after school during TAKS lab tutoring. Many teachers attend workshops at Region 16 for professional development. Our campus also welcomes student teachers from our community.

To address the needs of our English Language Learners, all K-5 teachers refresh their skills in rating proficiency levels in listening, speaking, reading, and writing English. A homework lab is also available after school for our ELL and at-risk students. When teachers and administration saw a need for a science lab, teachers pulled their science equipment and resources together to create a lab for all students.

Wellington Elementary also shares its success with other educators in the region. The success of our TAKS tutorial pullout program is now being implemented at another elementary in our area. Our campus is also involved in WOWW, Window on a Wider World, a partnership of Texas Panhandle organizations using the arts, sciences, and cultural experiences to enrich the education of our children. Our campus was selected as a pilot school, and each year since, a lesson plan from our campus has been placed on the WOWW website for public use. All elementary teachers and administration are also involved in the West Texas Apple Collaborative. Teachers attend biannual meetings with colleagues from seven other school districts, where they exchange ideas and lessons using technology in the classroom.

As a Blue Ribbon School Nominee, we take pride in our success and welcome the opportunity to share our story with other educators. Wellington Elementary will continue to pursue the responsibility of developing our students into life-long, independent learners.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Wellington Elementary is driven by the state-mandated standards set forth in the Texas Essential Knowledge and Skills (TEKS). This framework helps guide our instruction which is supplemented with additional enrichment activities. The prescribed performance objectives in the TEKS are designed to spiral and vertically align so as students transition to each grade, the concepts they are being taught are repeatedly reinforced.

Reading: In order for students to be successful in all areas, they must have a solid foundation in reading. The beginning steps of this start with our PK-2 grades, where an emphasis is placed on phonics, phonemic awareness, reading fluency, comprehension, and vocabulary. These skills are reinforced in Pre-K through 5th grades by using researched-based software programs. Fluency and comprehension skills are stressed in grades 3-5. The Accelerated Reading (AR) program is used in grades 1-5 to encourage pleasure reading.

Language Arts: At Wellington Elementary a TEKS-based Language Arts curriculum makes learning meaningful by integrating grammar, writing, listening, speaking, vocabulary strategies, comprehension and handwriting. The 6+1 Trait Writing Program helps to further develop writing skills by using a common language from PK-5. In spelling, writing skills are also strengthened by helping students to learn specific sources of spelling errors and most frequently misspelled words.

Math: Saxon Math was selected for the new math textbook adoption this past year. Prior to that, Excel math was used. Saxon programs teach the foundational skills of math – the building blocks of continued learning and problem solving which include distributed, mixed practice every day, meaningful conversations that engage all students, frequent cumulative assessments, and an integrated curriculum.

Science: Science curriculum focuses on life science, earth science, and physical science. All students are given weekly opportunities using science materials to observe, examine, compare, and contrast. Investigative, hands-on experiments are performed in the science lab where students are taught to use the scientific method to guide their work.

Social Studies: Social Studies is taught using the Scott Foresman curriculum that teaches students what it means to be citizens of our nation. Map and globe skills, chart and graph skills, and thinking skills are incorporated into lessons. The teachers help history come alive for students when first graders put on their Christopher Columbus play, 5th grade re-enacts a day in the life of a colonist by having “Colonial Village Day,” or when second graders visit the Panhandle-Plains Historical Museum.

Health and Physical Education: Health curriculum helps to educate students about their bodies and minds. In addition, they learn about safety and nutrition and how to set health goals throughout life. These lessons complement P.E., where students learn the importance of being physically fit by exercising and playing organized games where they also learn about sportsmanship. Students in grades 3-5 are given the state-mandated “Fitnessgram” annually.

Technology: Students learn about technology by using EasyTech, an online technology textbook. We have two computer labs, which contain 20 computers each. All classes utilize these labs at least twice a week. In addition K-5 classrooms each have three laptops available for students to use for research and to take AR tests on. There is also a laptop cart, which houses 15 laptops. This cart is available for student use, and teachers take the cart to their classrooms for instruction. All classrooms are equipped with projection units that are linked to the teachers’ computers. All of this helps integrate technology into all subject areas.

Fine Arts: Students attend music class each week where they learn to read music, play musical instruments, and sing songs with the music teacher. Classroom teachers incorporate music in cross-curricular lessons. Students have several occasions where they perform. Pre-K and Kindergarten sing at the end-of-year programs, third graders sing for local nursing home residents, and PPCD-5th graders sing at the annual "Christmas Sing." Art is also incorporated throughout all curriculum areas by teachers and displayed in the hall or classroom for everyone to enjoy. In addition, students are introduced to the performing arts by acting in plays performed for their peers and parents. Students are also exposed to many cultural and performing arts experiences by visiting museums and attending plays through the WOWW program.

2a. (Elementary Schools) Reading:

The reading curriculum at Wellington Elementary uses a variety of research-based methods that support and follow the TEKS objectives. Campus-wide, reading takes place during the first 60 minutes of each instructional day.

The McGraw-Hill reading series is the foundation of our reading program, which is supplemented with other activities. These include Accelerated Reader (AR), Headsprout, Imagination Station, Heartbeeps, TAKS Study Island, and mCLASS. First through fifth grade students participate in the AR program. Individual AR goals are set based on results of STAR testing. Throughout the year, when students reach incremental goals, they earn rewards. If year-end goals are reached students receive a trip to Wonderland Amusement Park in Amarillo, Texas, and they are recognized in an AR assembly.

In computer labs we have programs being implemented, which reinforce the reading skills taught in the classroom. Pre-K/ Kindergarten use Imagination Station, first grade uses Headsprout, second grade uses Heartbeeps and mClass and third through fifth use TAKS Study Island. The computer programs we use are comprehensive Internet-based reading and intervention programs that help ensure students reach their reading potential through continuous progress monitoring and layered instruction and intervention. These programs were developed using scientifically-based reading research which identify students who are at-risk of reading failure, differentiate instruction on the computer and in the classroom, and prevent emerging readers from falling behind. Also students identified with dyslexia receive instruction through the Scottish Rites Dyslexic Program by a trained on-staff instructor.

TAKS Prep testing materials are used in grades 3-5 to prepare students for the format of the tests and to monitor progress. These students are given reading benchmark tests every six weeks to identify struggling students. During the second semester, two retired teachers are hired to provide intense remediation with the students who have been identified as needing additional interventions.

The Texas Primary Reading Inventory (TPRI) is administered to students in K-2 three times a year. PALM Pilots are used to administer the test, which helps ensure fidelity. In addition, mCLASS generates useful reports to help progress monitor students.

Additional support is provided to the students through paraprofessionals, and high school/parent reading tutor volunteers. Tutorials are held daily during and after school, and students have the opportunity to check books out of the school library daily.

3. Additional Curriculum Area:

In an effort to increase test scores, it was determined at Wellington Elementary to place an emphasis on the science program to enhance the curriculum in place. A classroom was converted into a science lab where science equipment/supplies from each classroom were placed for them to be used campus-wide. Then through vertical alignment meetings and reviewing TEKS, teachers prepared a list of items deemed necessary for the lab. These items were purchased to help provide the necessary resources for teachers to prepare enhanced

science lessons. PK-5 teachers now expound on these science lessons by doing hands-on experiments that foster the use of higher-order thinking skills (knowledge, comprehension, application, analysis, synthesis, and evaluation). Co-teaching with grade-level partners has also increased. This has created an excitement among the students— they actually look forward to science and eagerly anticipate labs.

PTO purchased SRA Science Kits for each 5th grade classroom, where they are also using “Brain-Pop,” an interactive computer science program. Annually, the local extension agent presents lessons to PK-5 students about animal “predators.” These lessons are enhanced by a huge display of approximately 30 realistic-looking stuffed animals/birds. He also facilitates with first grade “Egg to Chick” lessons, where students hatch out quail in an incubator. Fifth grade takes a field trip to the Mill Iron Ranch where they are taught about plant identification, predator tracks, and wildlife habitats by county agents from surrounding counties. The 5th graders also take an annual trip to Caprock Canyon State Park to learn about plants and rock types.

Because Wellington Elementary participates in the Windows on a Wider World (WOWW) Program, a collaborative partnership between numerous entities in Amarillo dedicated to enriching education in the areas of arts, science, and cultural experiences, this enables our students to take educational trips to Amarillo to visit the Discovery Center. There, they learn about weather, space, and do hands-on science activities. Trips are also taken to the Amarillo Botanical Gardens where students take a Rainforest tour and observe Honey Bee Hives. Students have also enjoyed nature hikes at Palo Duro Canyon State Park.

Implementing these activities has definitely improved our science program as is evidenced by our 5th grade Science TAKS scores. The Met Standard scores increased from 75% in 2007 to 94% in 2008. The Commended Performance scores have increased from 32% in 2006 to 35% in 2007 to 42% in 2008.

4. Instructional Methods:

The teachers at Wellington Elementary meet weekly during conference times to develop strategic lesson plans that support the objectives of the Texas Essential Knowledge and Skills (TEKS) in all subject areas. Realizing that not all students learn the same way, teachers employ a variety of activities to address varied learning styles utilizing technology, an array of manipulative and/or hands-on aids, educational field trips, and many other innovative ways in the delivery of their instruction. Lessons combine textbook knowledge with practical life experiences to promote students’ interest and understanding, which help make learning meaningful and relevant to the students.

Beginning with Pre-K, common terminology and test-taking strategies are taught to promote consistency within the curriculum as students progress through elementary. Tutoring and homework labs are provided for all students during the school day. For many students tutorials are provided after school with their teachers in the classrooms or computer labs. A bilingual teacher’s aide, with the assistance of trained high school student volunteers, holds weekly after-school tutorials for ESL students. Inclusion and pullout programs also serve the students with learning disabilities and special needs where instruction is differentiated to meet their individualized education plans. Gifted students are engaged in thought-provoking projects that inspire them to use their intellectual abilities and creativity. Using universal screenings and benchmark tests, all students are evaluated to determine academic achievement.

Based on these results and using the Response-to-Intervention (RTI) model, teachers use research-based strategies to meet the instructional needs of students in Tier 1. Students identified as needing greater levels of interventions then proceed on to Tiers 2 & 3 where their progress is monitored and modifications/instruction is designed to meet individual student needs.

Wellington Elementary has a staff that is comprised of energetic and dedicated teachers who implement effective instructional techniques that provide optimum learning experiences for the students fulfilling the educational goal of “No Child Left Behind.”

5. Professional Development:

The staff development at Wellington Elementary is designed to help educators stay apprised of current educational practices and to assist them in providing a quality education for students. Topics for workshops are determined by looking at areas that might need improving, teacher input and interests, and the district's needs as a whole.

Staff development occurs in different ways at Wellington Elementary. As a campus we attend district staff development at the beginning of each year. These speakers have helped to enlighten us about the Ruby Payne philosophy concerning the lower socio-economic population that makes up our district. Other speakers such as Steve Gilliland, author of *Enjoy the Ride*, help to motivate us for the upcoming school year and about our jobs.

We then have our campus-specific staff developments where we conduct our own workshops, which are principal, counselor, or teacher led. Topics have included disseminating/disaggregating test data and implementation of RTI. The staff also attends required training at the Region 16 Service Center, or they have the option to request to attend a workshop in an area of interest or concern. After attendance at a Region 16 workshop, teachers share what they have learned at faculty meetings. Based upon a group consensus, skills or knowledge gained at these workshops can be implemented to help supplement or enhance our current practices or curriculum such as the 6+1 Writing Traits for our writing program or new ways to help our students better compete at UIL academic meets.

The need for technology training is an ongoing staff development need in this day and time. We strive to keep abreast of current use of technology in education by participating in the West Texas Apple Collaborative (WTAC). This is a group of school districts who have joined together to help provide ongoing support and training to educators who are implementing new, innovative ways to teach students using laptops, Smart Boards, Elmo's, blogs, digital cameras, video cameras, and iPods just to name a few. Staff development days in lieu of instruction are built in to the districts' school calendars in order for over 400 educators to participate in these collaborations.

The staff at Wellington Elementary believes that in order for us to best educate our students, it is critical to keep ourselves educated and be willing to try new and different ways to teach.

6. School Leadership:

The leadership structure at Wellington Elementary is designed to facilitate several areas such as instructional management, school climate and improvement, manage personnel, students, and facilities, foster community relations, and ensure students are prepared for state assessments.

The principal promotes the improvement of instruction through activities such as monitoring student achievement and attendance, diagnosing student needs, and facilitating the planning and application of emerging technologies. Specific examples of this include the review of weekly attendance reports. When students have excessive absences, they are filed on. Student achievement is monitored with progress reports, report cards, TAKS benchmark testing, and TPRI assessments. From these reports and teacher input, student needs and programs are determined. The principal facilitates use of technology on the campus by purchasing wireless keyboards for teachers, software programs that reinforce and extend classroom instruction, and PALM pilots to aid with TPRI testing.

The principal manages staff and students through activities such as delegating appropriately, recognizing exemplary performances, and evaluating the job performance of assigned personnel. Positive student conduct is promoted by developing and communicating guidelines for student conduct, disciplining students in an effective and fair measure, supporting collaboration by working with faculty, and encouraging student/parent

participation. Facilities are managed in a manner that ensures maintenance and upgrades as necessary. The halls at Wellington Elementary were completely remodeled three years ago from the ceilings to the floors. The staff, students, and community were very proud of the renovation. It made everyone feel as if we had a “new school” and created a very warm and inviting atmosphere. In addition, new playground equipment was purchased recently through a joint effort of PTO, the Community Grant Project Fund, and the school district. The teachers also work together at each grade level to develop a budget that they turn in to the principal. The principal then develops a campus budget which reflects the needs of the students and provides teachers the resources necessary to focus on student achievement.

Wellington Elementary is comprised of a faculty that is very dedicated to the profession of education and will go the “extra mile” to maintain the high standards that have been established. Each faculty members is more than willing to go to work on areas that need improving. Around here it is all about “teamwork.”

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Math

Edition/Publication Year: 2007-08

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
At or Above Met Standard	100	100	100	97	100
Commended Performance	67	66	61	52	33
Number of students tested	24	29	33	31	30
Percent of total students tested	89	81	92	86	94
Number of students alternatively assessed	3	7	3	5	2
Percent of students alternatively assessed	11	19	8	14	6
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Met Standard	100	100	100	95	100
Commended Performance	72	60	58	37	27
Number of students tested	18	19	20	22	15
2. Racial/Ethnic Group (specify subgroup): White					
At or Above Met Standard	100	100	100	100	100
Commended Performance	67	68	67	71	48
Number of students tested	12	19	18	17	21
3. (specify subgroup): Hispanic					
At or Above Met Standard	100		100	100	
Commended Performance	73		60	27	
Number of students tested	11		10	11	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2007-08 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Feb	Feb
SCHOOL SCORES					
At or Above Met Standard	100	100	100	100	100
Commended Performance	38	61	74	47	40
Number of students tested	24	28	35	32	30
Percent of total students tested	89	80	92	86	91
Number of students alternatively assessed	3	7	3	5	3
Percent of students alternatively assessed	11	20	8	14	9
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Met Standard	100	100	100	100	100
Commended Performance	33	36	67	35	47
Number of students tested	18	18	22	23	15
2. Racial/Ethnic Group (specify subgroup): White					
At or Above Met Standard	100	100	100	100	100
Commended Performance	33	72	84	65	48
Number of students tested	12	18	19	17	21
3. (specify subgroup): Hispanic					
At or Above Met Standard	100		100	100	
Commended Performance	45		64	25	
Number of students tested	11		11	12	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2007-08 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
At or Above Met Standard	100	100	97	93	97
Commended Performance	46	66	54	50	28
Number of students tested	28	32	35	30	36
Percent of total students tested	80	97	90	88	97
Number of students alternatively assessed	7	1	4	4	1
Percent of students alternatively assessed	20	3	10	12	3
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Met Standard	100	100	95	93	96
Commended Performance	42	56	36	40	17
Number of students tested	16	17	23	17	28
2. Racial/Ethnic Group (specify subgroup): White					
At or Above Met Standard	100	100	100	95	100
Commended Performance	50	68	78	55	47
Number of students tested	18	19	18	20	19
3. (specify subgroup): Hispanic					
At or Above Met Standard			93	90	100
Commended Performance			29	40	7
Number of students tested			14	10	15
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2007-08 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
At or Above Met Standard	96	100	94	97	97
Commended Performance	39	44	31	27	34
Number of students tested	28	32	35	30	35
Percent of total students tested	80	97	88	88	97
Number of students alternatively assessed	7	1	5	4	1
Percent of students alternatively assessed	20	3	13	12	3
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Met Standard	92	100	91	100	96
Commended Performance	25	31	23	20	26
Number of students tested	16	17	23	17	27
2. Racial/Ethnic Group (specify subgroup): White					
White	100	100	100	95	100
Commended Performance	44	53	56	30	42
Number of students tested	18	19	18	20	19
3. (specify subgroup): Hispanic					
At or Above Met Standard			86	100	93
Commended Performance			7	20	27
Number of students tested			14	10	15
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2007-08 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Feb
SCHOOL SCORES					
At or Above Met Standard	100	95	100	91	94
Commended Performance	67	37	60	18	20
Number of students tested	36	38	30	34	35
Percent of total students tested	92	86	88	94	88
Number of students alternatively assessed	3	6	4	2	5
Percent of students alternatively assessed	8	14	12	6	13
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Met Standard	100	91	100	93	89
Commended Performance	59	27	60	33	6
Number of students tested	20	25	17	26	19
2. Racial/Ethnic Group (specify subgroup): White					
At or Above Met Standard	100	95	100	100	100
Commended Performance	64	48	65	33	32
Number of students tested	22	21	20	18	22
3. (specify subgroup): Hispanic					
At or Above Met Standard	100	93	100	79	83
Commended Performance	80	20	50	0	0
Number of students tested	10	15	10	14	12
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2007-08 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Feb	Feb	Feb
SCHOOL SCORES					
At or Above Met Standard	100	97	100	94	91
Commended Performance	43	26	24	21	41
Number of students tested	37	39	29	33	34
Percent of total students tested	93	87	85	92	87
Number of students alternatively assessed	3	6	5	3	5
Percent of students alternatively assessed	8	13	15	8	13
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Met Standard	100	96	100	95	88
Commended Performance	28	22	21	35	29
Number of students tested	21	26	16	25	18
2. Racial/Ethnic Group (specify subgroup): White					
At or Above Met Standard	100	100	100	100	95
Commended Performance	55	38	32	41	59
Number of students tested	22	21	19	17	22
3. (specify subgroup): Hispanic					
At or Above Met Standard	100	94	100	86	82
Commended Performance	36	6	10	0	9
Number of students tested	11	16	10	14	11
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: